

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2020/21**

Part I Course Overview

Course Title:	English as a World Language
Course Code:	EN3594
Course Duration:	One semester
Credit Units:	3 credits
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	EN2323 World Englishes
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to raise students' consciousness to socio-political, cultural, economic and ethical aspects of the global spread of English and to the implications of its use for professional communication. Students will be equipped with the basic, critical concepts needed to examine the internationalisation of English and broaden their awareness of the linguistic reality in the globalised world. The cultivation of critical awareness of English varieties and surrounding language ideologies, in turn, will encourage students to reflect on the status, functions, and features of English in Hong Kong and further their understanding of the role of English in Hong Kong community and beyond.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discover and understand issues related to the current status of English as a global language, and the emergence and development of World Englishes in many societies throughout the world.	30%	✓	✓	
2.	Analyse and discover the unique features of different varieties of English throughout the world, with particular reference to English in Asia and English in Hong Kong.	30%	✓	✓	✓
3.	Conduct research leading to the discovery of some aspects of the role of English in a particular context (e.g., Hong Kong)	40%	✓	✓	✓
...					
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Attending lectures and tutorials, and participating in class activities:	Lessons are designed to help students grasp key critical concepts and apply their newly acquired knowledge to address issues concerning use of English in global and local contexts.	✓	✓					
Readings:	Students will be required to complete the text reading during the week preceding the lecture on a chapter and its readings, and to be prepared for questions and answers and discussion according to the readings and Professor notes provided.	✓		✓				
Group Project:	Students will work in a group to analyse how different varieties of English are used in various contexts.			✓	\			
...								

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: ____ 100 %								
Participation in class activities Attending classes and participation in class activities is central to the course. Students must complete all assigned readings and be prepared to contribute to contribute to small-group, whole-class, and online discussions. Good participation also involves listening attentively and providing meaningful feedback.	✓	✓					5%	Individual; assessed individually
Group Project:	✓	✓	✓				30%	Group; assessed as a group

Students collect examples of how different varieties of English are used in a particular context that they are familiar with, and critically analyse the examples in the form of a group report.								
Reading response: Students write a response to given course readings and reflect on relevant social issues and topics.	✓	✓					25%	Individual; assessed individually
Analytical Essay: Students write a final essay on a given topic to demonstrate understanding of concepts learnt in class	✓	✓	✓				40%	Individual; assessed individually
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation and in class activities (5%)	Participation in in-class and online discussions	The student makes significant contribution to in-class and online discussions.	The student makes occasional contribution to in-class and online discussions.	The student seldom makes contribution to in-class and online discussions.	The student shows little evidence of participation in class and in online discussions.	The student fails to sufficiently participate in in-class and online discussions.
2. Reading response (25%)	Understanding of course materials and assigned readings	Shows extensive knowledge of assigned readings and full understanding of important concepts; Can relate concepts from readings to issues raised in class; The argument is presented in a very organised way. The main ideas of the response are sharp, creative, and compelling.	Shows some good knowledge of assigned readings and an understanding of important concepts; Can relate most of the concepts from readings to issues raised in class; The argument is presented in a fairly organised way. The response is coherent and contains some elements of creativity and originality.	Shows limited knowledge of assigned readings and some basic understanding of important concepts; Can relate some of the concepts from readings to issues raised in class; The argument is presented in a loosely organised way. The main ideas are mostly clear but the response may be lacking in terms of specific or original	Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; Has trouble relating the concepts from readings to issues raised in class; The argument is presented in a loosely organised way. The main ideas are not always clear and the response appears to be lacking in terms	Shows no knowledge of assigned readings and shows little to no understanding of important concepts; Cannot relate the concepts from readings to issues raised in class; The argument is presented in an unorganised way. The response appears to be off topic or ideas are generally incoherent.

				ideas.	of originality or relevance.	
3. Group Project (30%)	Content (25%)	The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The purpose of analysing and presenting the case material is completely achieved; The analysis demonstrates an extremely high level of critical thinking and originality; Excellent engagement with relevant theories and concepts discussed in class	The case is competently presented and is very well analysed; The information is sufficiently covered; The purpose of analysing and presenting the case material is achieved; The analysis demonstrates strong evidence of critical thinking and originality; Good engagement with relevant theories and concepts discussed in class	The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The purpose of analysing and presenting the case material is partially achieved; The analysis demonstrates some evidence of critical thinking and originality; Some engagement with relevant theories and concepts discussed in class	The case is sketchily presented and analysed inadequately presented; Only limited data is included; The purpose of analysing and presenting the case material is not fully achieved at all; The analysis is sometimes original; Minimal engagement with relevant theories and concepts discussed in class	The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate data is included; The purpose of analysing and presenting the case material is not achieved in any way; The analysis does not demonstrate any critical thinking and originality; No engagement with relevant theories and concepts discussed in class
	Language and style (5%)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate,; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate,; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate,; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate,; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and

					inappropriate.	incomprehensible; Style is totally inappropriate.
4. Analytical Essay (40%)	Language and organisation of ideas (10%)	The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	The essay is organised most of the time. Transitions between ideas are clear and effective. There is a sense of progression as the argument unfolds. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate; Use of vocabulary is concise, precise and varied; Style is appropriate.	The essay demonstrates elements of marginal and good organization and cohesion. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	The essay shows some signs of logical organization but has abrupt or illogical shifts and ineffective flow of ideas. Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate; Use of vocabulary is limited and repetitive. Style is generally inappropriate.	The essay lacks a clear structure, interfering with comprehension. Ideas are not clearly contextualized. Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate; Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.
	Content and Argumentation (30%)	Shows extensive knowledge of assigned readings and full understanding of important concepts; The essay contains well thought-out ideas and arguments that are clearly expressed and original. The key arguments are well-supported by relevant examples and evidence from the literature in an accurate and	Shows some good knowledge of assigned readings and an understanding of important concepts; The essay contains ideas and arguments that are expressed clearly with some sense of originality. The key arguments are adequately supported by examples and evidence; Good engagement with relevant theories	Shows limited knowledge of assigned readings and some basic understanding of important concepts; The essay contains ideas and arguments with little originality. The key arguments are sometimes supported by examples and evidence; Some engagement with relevant theories and concepts discussed in class	Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; The essay contains ideas and arguments with very little originality. The key arguments are marginally supported by examples and evidence; Minimal engagement with relevant theories and concepts	Shows no knowledge of assigned readings and shows little to no understanding of important concepts; The essay does not contain original ideas and arguments. The key arguments are not supported by examples and evidence; No engagement with relevant theories and concepts discussed in class;

		effective way; Excellent engagement with relevant theories and concepts discussed in class	and concepts discussed in class		discussed in class;	
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Global spread of English, English as an international language, English as lingua franca, World Englishes, Standards of English usage, English in advertising, commerce, trade, and media, Varieties of English, Inner/Outer/Expanding Circles

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> . London: Routledge.
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. <i>World Englishes</i> , 28, 200–207. doi:10.1111/j.1467-971X.2009.01582.x.
2.	Lindemann, S. (2005). “Who speaks “broken English”? US undergraduates’ perceptions of non-native English. <i>International Journal of Applied Linguistics</i> , 15, 187–212. doi:10.1111/j.1473-4192.2005.00087.x.
3.	Kubota, R. (2001). Teaching World Englishes to native Speakers of English in the USA. <i>World Englishes</i> , 20, 47–64. doi:10.1111/1467-971X.00195.
4.	Seargeant, P., & Swann, J. (Eds.). (2012). <i>English in the world: History, diversity, change</i> . Abingdon and Milton Keynes: Routledge and the Open University.